



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2011-2012: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2012-2013 NCLB Report Card

School: Wiscasset Primary School

SAU: RSU 12

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2012-2013 NCLB Report Card



School: Wiscasset Primary School
SAU: RSU 12
Grade: 03



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	47	44	94	73	63	70	7	66	18	9	44	0	0
	2011-2012	49	49	100	76	76	72	20	55	20	4	46	3	0
Female	2010-2011	25	25	100	80	79	74	12	68	16	4			
	2011-2012	26	26	100	85	83	77	23	62	12	4			
Male	2010-2011	22	19	86	63	48	66	<1	63	21	16			
	2011-2012	23	23	100	65	70	68	17	48	30	4			
Caucasian/White	2010-2011	45	42	93	71	63	71	7	64	19	10			
	2011-2012	47	47	100	77	76	73	19	57	19	4			
African American/Black	2010-2011	0	0				43							
	2011-2012	0	0				47							
Hispanic	2010-2011	1	1	100			60							
	2011-2012	0	0				65							
Asian or Pacific Islander	2010-2011	1	1	100			69							
	2011-2012	1	1	100			77							
American Indian or Native Alaskan	2010-2011	0	0				67							
	2011-2012	0	0				65							
Economically Disadvantaged	2010-2011	25	22	88	77	62	58	5	73	14	9			
	2011-2012	22	22	100	59	69	62	18	41	32	9			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	6	4	67		34	34							
	2011-2012	7	7	100		34	36							
Limited English Proficient	2010-2011	0	0				39							
	2011-2012	0	0				47							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2012-2013 NCLB Report Card



School: Wiscasset Primary School
SAU: RSU 12
Grade: 04



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	36	36	100	64	67	67	3	61	25	11	36	0	0
	2011-2012	47	47	100	77	71	71	15	62	17	6	46	1	0
Female	2010-2011	19	19	100	79	70	72	<1	79	16	5			
	2011-2012	25	25	100	92	85	75	28	64	4	4			
Male	2010-2011	17	17	100	47	65	63	6	41	35	18			
	2011-2012	22	22	100	59	57	67	<1	59	32	9			
Caucasian/White	2010-2011	35	35	100	63	68	68	3	60	26	11			
	2011-2012	45	45	100	78	72	72	16	62	16	7			
African American/Black	2010-2011	0	0				40							
	2011-2012	0	0				42							
Hispanic	2010-2011	0	0				54							
	2011-2012	1	1	100			60							
Asian or Pacific Islander	2010-2011	1	1	100			67							
	2011-2012	1	1	100			76							
American Indian or Native Alaskan	2010-2011	0	0				62							
	2011-2012	0	0				57							
Economically Disadvantaged	2010-2011	24	24	100	54	60	56	4	50	33	13			
	2011-2012	28	28	100	75	69	60	11	64	18	7			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	8	8	100		20	29							
	2011-2012	10	10	100	50	44	35	10	40	20	30			
Limited English Proficient	2010-2011	1	1	100			43							
	2011-2012	0	0				40							

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2012-2013 NCLB Report Card



School: Wiscasset Primary School
SAU: RSU 12
Grade: 03



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	47	45	96	51	47	61	7	44	36	13	45	0
	2011-2012	49	49	100	73	65	64	24	49	20	6	46	3
Female	2010-2011	25	25	100	56	57	59	8	48	32	12		
	2011-2012	26	26	100	69	68	63	27	42	23	8		
Male	2010-2011	22	20	91	45	38	64	5	40	40	15		
	2011-2012	23	23	100	78	64	65	22	57	17	4		
Caucasian/White	2010-2011	45	43	96	51	48	63	7	44	35	14		
	2011-2012	47	47	100	72	65	65	23	49	21	6		
African American/Black	2010-2011	0	0				30						
	2011-2012	0	0				38						
Hispanic	2010-2011	1	1	100			49						
	2011-2012	0	0				50						
Asian or Pacific Islander	2010-2011	1	1	100			64						
	2011-2012	1	1	100			70						
American Indian or Native Alaskan	2010-2011	0	0				59						
	2011-2012	0	0				54						
Economically Disadvantaged	2010-2011	25	23	92	57	45	49	<1	57	30	13		
	2011-2012	22	22	100	64	60	52	23	41	23	14		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	6	5	83		20	35						
	2011-2012	7	7	100		34	35						
Limited English Proficient	2010-2011	0	0				29						
	2011-2012	0	0				36						

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2012-2013 NCLB Report Card



School: Wiscasset Primary School
SAU: RSU 12
Grade: 04



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	36	36	100	53	53	60	6	47	28	19	36	0
	2011-2012	47	47	100	68	61	66	13	55	17	15	46	1
Female	2010-2011	19	19	100	63	58	60	11	53	26	11		
	2011-2012	25	25	100	68	65	65	16	52	12	20		
Male	2010-2011	17	17	100	41	48	61	<1	41	29	29		
	2011-2012	22	22	100	68	57	67	9	59	23	9		
Caucasian/White	2010-2011	35	35	100	51	52	61	6	46	29	20		
	2011-2012	45	45	100	67	61	67	11	56	18	16		
African American/Black	2010-2011	0	0				31						
	2011-2012	0	0				31						
Hispanic	2010-2011	0	0				48						
	2011-2012	1	1	100			52						
Asian or Pacific Islander	2010-2011	1	1	100			64						
	2011-2012	1	1	100			71						
American Indian or Native Alaskan	2010-2011	0	0				56						
	2011-2012	0	0				57						
Economically Disadvantaged	2010-2011	24	24	100	46	47	48	8	38	33	21		
	2011-2012	28	28	100	64	60	54	7	57	18	18		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	8	8	100		12	31						
	2011-2012	10	10	100	60	47	37	20	40	20	20		
Limited English Proficient	2010-2011	1	1	100			35						
	2011-2012	0	0				33						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Wiscasset Primary School
SAU: RSU 12
Grade: 3-8



Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 100 M: 100	E: 99 M: 99	72	E: 71 M: 71	E: 70 M: 73	100	E: 100 M: 100	E: 99 M: 99	71	E: 64 M: 59	E: 65 M: 62	95	95	95
Caucasian/White	100	E: 100 M: 100	E: 100 M: 99	74	E: 72 M: 71	E: 71 M: 74	100	E: 100 M: 100	E: 99 M: 99	70	E: 64 M: 60	E: 66 M: 63			
African American/Black	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 44 M: 51	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 35 M: 34			
Hispanic	*	E: * M: *	E: 98 M: 99	*	E: * M: *	E: 61 M: 68	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 52 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 76 M: 76	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 70 M: 70			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 58 M: 65	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 59 M: 50			
Economically Disadvantaged	100	E: 100 M: 100	E: 99 M: 99	67	E: 66 M: 60	E: 60 M: 62	100	E: 100 M: 99	E: 99 M: 99	63	E: 58 M: 48	E: 52 M: 48			
Students with Disabilities	*	E: 100 M: 100	E: 98 M: 98	39	E: 33 M: 30	E: 34 M: 34	*	E: 100 M: 100	E: 98 M: 98	48	E: 33 M: 21	E: 34 M: 26			
Limited English Proficient	*	E: * M: *	E: 98 M: 98	*	E: * M: *	E: 44 M: 49	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 37 M: 36			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2012-2013 NCLB Report Card



School: Wiscasset Primary School
SAU: RSU 12



Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	9	5	5	2	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
School Aggregate	
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.